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ABSTRACT

This practicum implemented a quality circle approach with the English faculty of a large public high school to devise and synthesize practical methods of evaluating student writing into a collection or handbook. The target group, 14 English instructors who indicated on a pre-practicum survey various degrees of frustration with their school's attempt to meet the state guidelines for student writing evaluation, met at least one hour every week for a 10-week implementation period to create an Operation Relief handbook under the guidance of the quality circle coordinator. The group's tasks involved providing input about needs and effective methods; evaluating the components of the guide concerning clarity, conciseness, appropriateness, and flexibility; and rating the effectiveness of the collection as a means of reducing frustration. Based on the creation and dissemination of the handbook as well as the responses to during- and post-practicum surveys, results indicated a significant decrease in the level of frustration by the English teachers. These findings provided significant information on the need for teacher input regarding problem solutions. (Seven figures of data are included; 7 appendixes containing state guidelines, surveys, and assessment instruments are attached.) (KEH)

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A CREATIVE THINKING APPROACH TO DEVELOPING A GUIDE TO PRACTICAL AND EFFECTIVE METHODS OF EVALUATING STUDENT WRITING ASSIGNMENTS

by

Carole L. DuVal

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

July/1990

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Abstract

A Creative Thinking Approach to Developing a Guide to Practical and Effective Methods of Evaluating Student Writing Assignments
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The high level of frustration voiced by secondary English teachers regarding the lack of resources available for evaluating student writing assignments was addressed by utilizing a quality circle approach to brainstorm and refine various methods of evaluation. Secondary English teachers participated in the creation of the Operation Relief handbook under the guidance of the quality circle coordinator. The results of the creation and dissemination of this handbook indicated a decrease in the level of frustration. The results of this approach provide significant information on the need for teacher input regarding problem solutions. It was concluded that the use of the highly positive and interactive quality circle approach can provide a feasible way to produce solutions for problems. Solutions achieved in this manner have a better probability of being enacted. Appendices include surveys that determine causes and levels of teacher frustration.

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CHAPTER I

Purpose

Background

Sea High School (fictitious name), located in the southern portion of a large county on Florida's east coast, stands outside the city limits of the community served. The high school plant and facilities cover approximately one and a half city blocks. A staff of 124 attends to the needs of 1700 students in grades 10 to 12. The political climate of the school centers around an authoritative administration which allows teachers full autonomy in the classroom as long as building, district, and state policies are observed. Sea High school categorizes faculty members into departments in order to effectively meet the demands of the students and the community. The departments are Language Arts, Social Studies, Mathematics, Science, Vocational, Physical Education, Foreign Language, and Fine Arts. Each department is presided over by a department head appointed by the principal. The department head disseminates information, monitors the distribution and retrieval of textbooks, and acts as the school's liason to the district.

In addition to Sea High School, nine other high schools serve the district. Each high school divides faculty members into curriculum departments similar to Sea High. The district's political climate resembles Sea High's political climate in the area of language arts instruction. As long as policies are observed, no

district interference occurs. Quarterly district meetings of the department heads and the district language arts resource teacher are held for the purpose of information gathering and disseminating.

The district's language arts guide, which provides objectives for instruction based on state guidelines, is distributed to teachers during the week of preplanning before fall semester on an as-needed basis. With the exception of the California Test of Basic Skills (CTBS), the State Student Assessment Test (SSAT), and a district pre and post assessment of English II students' writing samples, no formal assessment or evaluation of instructional success in language arts is required or implemented by the district.

Sea High and the nine other high schools in the district are required to participate in the state mandated writing program in order for the district to receive state allocated funds. The 1981 legislature of the state allocated funds for districts to reduce the number of students for English teachers in grades 10 to 12 so that a primary emphasis could be placed on writing instruction in the classroom under the guidelines of a program called the Writing Skills Enhancement Program, hereafter referred to as the WSEP. The state guidelines for the writing program (Appendix A) emphasize that the WSEP appropriations challenge English teachers to demonstrate that given smaller class loads, they can indeed teach students to write well. Section 5 of the guidelines entitled "An Effective Writing Program" establishes the importance of the evaluation methods used

by teachers: "The evaluation of students' compositions stresses clarity, content, style, and development as opposed to surface correctness." It is clearly recommended that the evaluation process include critiques by faculty and peers.

The state leaves much of the monitoring of the WSEP in the hands of the districts. State monitoring to ensure compliance consists of an electronic check of the class loads of participating teachers twice during the school year. Funds are refused if class loads exceed the limit. Sea High's district monitoring system requires only that participating WSEP teachers note the assignment of compositions in plan books and that teachers provide students with a folder to keep compositions in. Sample folders are kept by the teachers at the end of the school year. School site administrators check the plan books for the proper number of assignments, but the folders are not usually checked by school, district, or state authorities.

The writer currently teaches English IV and English IV Honors under WSEP guidelines, teaches Writing I and II, coordinates writing contests at the school level, and sponsors the school literary magazine. The writer has taught under WSEP guidelines for four years and has four years of teaching experience. The lack of feedback concerning methods of writing instruction and evaluation at the school and district level leads to frustration in the writer. The writer feels that teachers need feedback and resources in order to strengthen

and focus writing instruction and evaluation. The writer feels that English teachers at Sea High School need a strategy for evaluating writing assignments in order to reduce the level of frustration with the WSEP that is frequently voiced.

Identification of the Problem

The aim of writing instruction in any curriculum is to encourage student progress in the acquisition of writing skills, writing fluency, and writing ability. The three R's: reading, writing, and arithmetic, attest to the long established presence and priority of writing in education. This priority was lowered in the United States during the 1960's. The rebellious social climate shifted away from a writing and grammar focus to an open-ended, exploratory, literature-based focus. At this time, high school English courses might even have been entitled "The Study of Water Images in Romantic Poetry." The Russian launch of Sputnik caused a furor in the United States and affected education by turning back time and bringing the emphasis on reading and writing skills back to the fore. The technology boom of the late 1970's and the early 1980's produced a demand for workers skilled in communications and problem solving. America looked to the public school system and demanded an increased emphasis on writing and thinking, but did not lessen the demands for a continued heavy emphasis on literature and reading. Social climate and technological demands, advances, and achievements have controlled the educational direction for the past 40 years.

In 1981, Florida's senator Jack Gordon responded to the demands by successfully pushing the WSEP program through the state legislature. This writing program provides funds for English teachers, establishes a cap of 100 students per English teacher, and requires that students write and teachers evaluate one writing composition a week. The philosophy behind the WSEP represents a synthesis of the current research and theories regarding writing instruction and evaluation. Writing involves the process of generating ideas, prewriting, drafting, providing and using reader feedback, revising, and editing. The key to improving student writing is not frequency alone but writing frequency combined with effective evaluation techniques designed to encourage student progress. The integration of the whole process of writing into a traditional literature-based curriculum can prove daunting to teachers unfamiliar with recent writing philosophy.

Copies of the WSEP guidelines (Appendix A) are not distributed to teachers in Sea High School's district according to any fixed schedule. Even when distributed, little discussion centers around the district's position regarding the use of the guidelines. A set of guidelines given to teachers with little formal follow-up can reduce writing instruction and evaluation to an exercise in writing frequency instead of the recursive learning process it is meant to be. It has been observed by this writer that teacher frustration because of little or no knowledgeable assistance or feedback

concerning the methods of evaluation for writing assignments leads to static rather than recursive writing instruction.

Evaluation or assessment is a term defined as a means of determining where an object, product, or student is in relationship to either expectations, standards, or other students. The outcome of evaluation in any field is to prompt improvement by determining current location in relation to future destination. The philosophy underlying the evaluation of writing assignments does not deviate from these general precepts. The object of evaluating compositions is to encourage the writer to progress in the acquisition of writing ability and skills. Hook and Evans reinforce this concept in The Teaching of High School English (1982:348), "the goal (in evaluation) should be to find something to say that will help each writer move from his or her stage of development...toward the next higher stage."

The writer was interested in determining how other educational sites conduct the evaluation of student writing under the auspices of the WSEP guidelines. A survey (Appendix B) of schools A,B, and C revealed varying levels of assistance for teachers. School A has 13 WSEP teachers, trains them in the holistic method of evaluation, and only partially meets the criteria of the state guidelines for varied methods of evaluation. School B has 14 teachers under the WSEP guidelines, uses department meetings to discuss alternative evaluation methods but only requires a portion of the 14 teachers to use varied methods. School B meets state guidelines fractionally

better than school A. School C uses a three page handout which includes state guidelines, recommends the use of organizational tools, and gives a brief overview of alternative evaluation methods to update all 19 teachers during preplanning. School C meets state guidelines best of all the schools; however, none of the schools indicated a high level of satisfaction with their present methods.

The target group of this practicum was 14 English instructors teaching at Sea High School. The writer surveyed this group in an effort to determine if they were in compliance with the evaluation procedures suggested by the WSEP (Appendix C). The Sea High survey revealed that 84 percent of the target group was unfamiliar with the state guidelines. This is shown in Figure I.

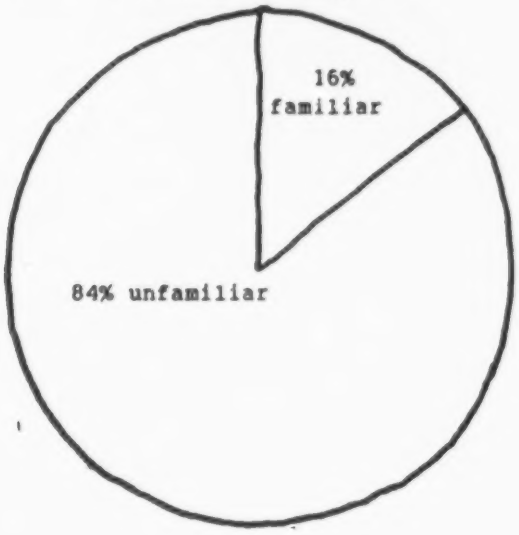

Figure I

Target Group's Familiarity With
WSEP Guidelines

Figure II depicts the target group's responses to the survey question asking for a percentage of student writing assignments which indicate student progression in writing ability. Only two of the teachers felt that 90 percent of their students indicated progressive writing ability, while three felt that 30 percent indicated progression in writing ability. Eleven of the 12 teachers responding to the survey wrote in the comments section that the WSEP seemed to subscribe to the 'more is better' approach to writing. These 11 also identified the excessive amount of teacher time spent evaluating assignments as a source of pressure and frustration.

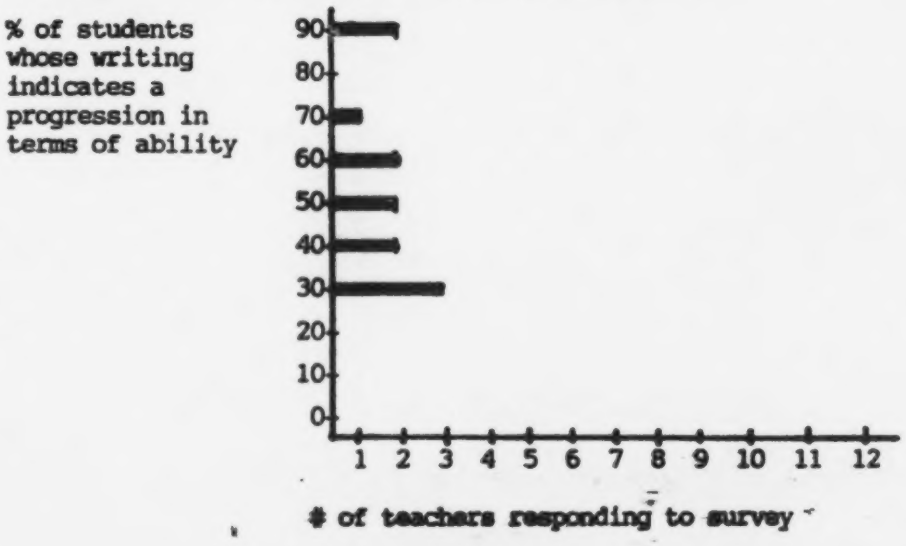

Figure II

Student Progression in Writing Ability

Not needed, needed, and urgently needed were possible responses to a question asked regarding the need for a collection of strategies

designed to reduce teacher frustration level regarding evaluation of student writing and designed to promote growth in student writing ability. Ninety percent of the teachers indicated that such a collection was either needed or needed urgently. In addition, 100 percent of the teachers indicated that if such a collection was available, it would be used often. Figures III and IV show the total responses to these questions.

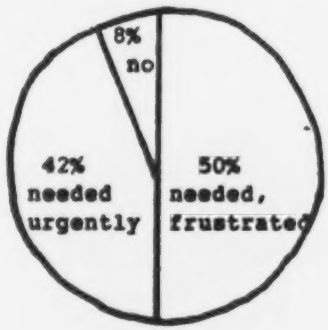

Figure III

Teacher Need for a Collection of Strategies

Figure IV

Teacher Use of a Collection of Startegies

This problem of a lack of strategies to assist teachers in the evaluation of writing assignments existed for 90 percent of the English teachers at Sea High School. Ninety percent of the target site's English staff indicated that they were either frustrated or very frustrated with the present methods for meeting WSEP guidelines regarding the evaluation of student writing. One hundred percent of the target site's English staff should have indicated no frustration with the present methods. A critical need existed to develop a strategy or strategies which would reduce the frustration gap by 90 percent.

Contributing causes to this problem appear to include teacher fear of accountability, excessive amount of teacher time involved in evaluating writing, and a lack of effective methods for evaluating student writing assignments. Figure V depicts the target group's awareness of the lack of effecient methods available to them. The graph indicates the number of teachers who are satisfied that their primary method(s) of evaluation promotes growth in student writing ability. Most teachers at Sea High School experience little satisfaction that the evaluation most used promotes student progress. In part, the lowness of this self-report could stem from the lack of monitoring of the WSEP program. Figure VI indicates that 75 percent of the target group would like a monitoring program that focuses on their strengths in evaluating student writing in order to provide feedback for growth.

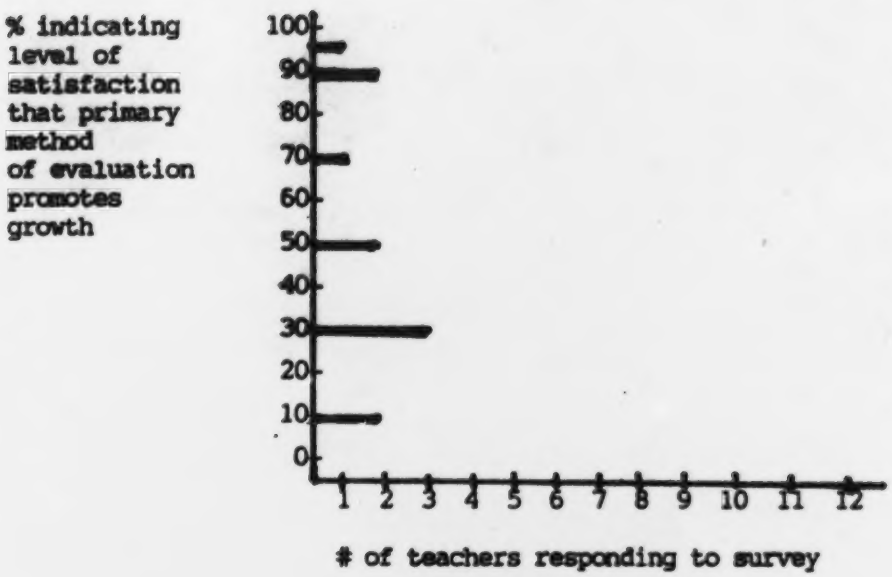

Figure V

Level of Teacher Satisfaction Indicating
Primary Method of Evaluation
Promotes Growth in
Writing

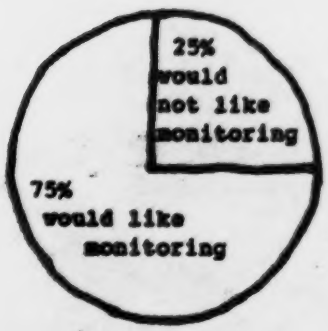

Figure VI

Teachers Desiring a Monitoring System

The writer realized that a crucial part of the practicum's success depended on the writer's ability to use the appropriate mix of leadership skills and strategies in order to produce a valid solution that addressed the target group's needs. Feedback regarding the effectiveness of the writer's leadership skills provided the writer with valuable experience and personal growth.

Outcome Objectives

This practicum addressed the creation of a teacher assistance packet designed to alleviate the frustration level of English teachers at Sea High School. The frustration level of English teachers at the site seems to have steadily increased in the past nine years because of the required integration of writing, literature, grammar, the stringent demands of the MEEP, and the lack of state, district, and school level assistance in instructional methods. The following objectives were considered reasonable and realistic outcomes for this practicum:

1) at the end of 10 weeks of implementation time, at least 90 percent of the target group will indicate a lowered frustration level regarding the strategies available to evaluate student writing. It is expected that 90 percent will record a 3 or lower rating on a 5 point scale designed by the writer,
2) at the end of the 10 week implementation period, the final document will be rated by the target group. It is expected

that each component within the final document will receive a rating of clear, concise, and appropriate on a rating form designed by this writer. Ratings of clear, concise, and appropriate will be indicated by a rating of either 0 or 1 or a scale of 0 to 3.

3) at the end of the 10 week implementation period, the practicum writer's leadership skills will be rated by members of the target group. It is expected that the writer will receive at least a 3 on a 5 point scale designed by the writer.

CHAPTER II

Research and Solution Strategy

The dilemma for secondary WSEP English teachers centers around three concerns: the requirement to assign and evaluate one assignment a week, the accountability factors inherent in teaching coupled with students who are motivated by grades, and the teachers' lack of resources of current writing instruction and evaluation techniques. A 1986 report on the WSEP prepared by Barnes for the Florida Department of Education and reported by Kaywell in the Florida English Journal (1989:10) highlights five limitations of the program which reinforce the validity of the three teacher concerns.

1. Additional teaching activities and alternative teaching strategies are required to do a better job working with students on their writing skills.
2. Many English teachers lack knowledge about recent research in writing.
3. The program provides no funds for inservice education of such teachers.
4. Writing is essentially a recursive process, rather than a set of sequentially learned skills. In order for students to develop into 'good writers' before the end of high school, intensive instruction should begin long before the 10th grade, and writing should be taught as a process rather than as a set of isolated skills.
5. To date, funding for the program has been limited to grades 10 - 12.

Limitations 1, 2, and 3 address the basic problems which initiated this practicum, lack of resources for teachers in need. Graduate

writing methods courses are available at night and during the summer at most universities in the state; however, proximity, time, and cost often dissuade teachers from registering for the courses.

Many districts utilize inservices to update teachers. The Staff Development Book for Instructional Personnel (Surrett, 1986:1) defines inservice as "a program of systematic activities designed to increase the competencies needed by instructional personnel in the performance of their assignment(s)." Inservice education is offered in Sea High's district in two forms, first an annual day where many topics are addressed for hour intervals, and second, the offering of a writing project modeled after the San Francisco Bay Area Writing Project in the summer. The writing project is open to all English or language arts teachers from elementary to secondary level. As only 20 slots are avilable, the writing project is not a feasible means of keeping all secondary teachers current in writing philosophy. The yearly inservice day is more effective in that it has the potential to reach more teachers than the writing project even though the information must be compressed due to the short presentation time.

This lack of teacher preparation is a statewide problem, not just an isolated case in the Sea High district. Looney lauds Florida's writing program as a model for the nation but also recognizes that teacher preparation was not considered at the onset of the program.

> "...As currently administered, the Act (WSEP) focuses totally on student production and omits the valuable component of teacher preparation. The Act assumes that those certified to teach English can handily manage more writing instruction" (1988:10).

Teacher preparation in writing theory, instruction, and methods of evaluation is an integral component of successful writing programs. This preparation provides a common background for all teachers in a department and allows the department to grow in the area of writing instruction.

An understanding of the WSEP's mindset regarding evaluation is helpful as an orientation before looking at alternative programs for writing evaluation. Evaluation of student writing assignments according to the WSEP guidelines should stress "clarity, content, style, and development as opposed to surface correctness, and grades should only be assigned to finished work--papers that have been critiqued, revised, and edited" (Hoetker, Section 5). The underlying reason for ignoring surface details and concentrating on clarity, content, style, and development is to motivate students to write.

The Assessing North Scott Writers' Essay Reflections (ANSWER) project in North Scott, Iowa, the PROPEL project funded by the Rockefeller program, and Knudson's experiment with informational writing in semirural California explore three of the options available for evaluating writing compositions. The North Scott District took 181 teachers' needs for writing instruction and reinstruction

into account at the onset of their program (Lewis and Lindaman, 1989:70-71). The methods of evaluation used by the district to evaluate student growth were self-evaluations of samples collected in fall and spring, cumulative folders for each student which contain spring and fall samples, student self-evaluation, parent responses to the spring and fall samples, and the last method was a holistic assessment of the spring and fall samples. The student self-evaluations and parent responses regarding the spring and fall samples provide students with a tangible indication of growth in ability. Cumulative folders are used for comparisons of progressive growth over time. The holistic assessments provide data enabling the identification and correction of writing deficiencies and the identification of needed curricular changes. Four day writing across the curriculum workshops and Iowa Writing Project summer courses keep the teachers abreast of current research, philosophy, and their own writing growth experience.

The second program, PROPEL, involves a consortium of administrators, teachers, and researchers in the Pittsburgh school area who have developed a portfolio-based method of evaluation (Wolf, 1989:35-39). The consortium devised this process to combat the reality that most school-based evaluation "actually prevents students from becoming thoughtful respondents to, and judges of, their own work" (Wolf, 1989:35). The portfolio-based method has the students collect writing works, biographies (similar to pre-writing

notes) of the works, a variety or range of works, and reflections. At the end of the semester, students take a long period of time to evaluate their work, and they pick several works that exemplify their changes to become part of a final portfolio. The advantages listed by proponents of PROPEL's portfolio-based method include student responsibility, enlarging the view of what is learned, a place for process, and a developmental point of view regarding writing and revising.

Knudson conducted a study on informational writing involving 138 students divided into four treatment groups which were taught writing from a different base (1989:91-95). Group 1 was instructed using model pieces of writing, Group 2 was presented with scales, questions, and criteria for writing, Group 3 incorporated both Group 1 and Group 2's methods, and Group 4 was instructed through a free-writing method. Results of the study indicated that the use of model pieces and the use of free writing techniques improve student compositions. Knudson reported that the presentation of scales, questions, and criteria could work if students were given more time to assimilate the criteria. The practice of providing criteria at the time of assignment serves as an aid to students to help them focus on the revision process and the characteristics of writing to be considered during revision.

The ANSWER project, the PROPEL program, and Knudson's experiment provide a look at the national answers to the problem of

evaluating written work in order to encourage improvement in students. In addition to looking at national alternatives, the writer also looked at local alternatives. A telephone survey of three area high schools, schools A, B, and C (Appendix B), identified the number of WSEP teachers, the programs in effect for support and assistance in evaluation methods, and the interest in a collection of practical and effective strategies to evaluate student writing. The three schools described methods of disseminating information that partially meets the guidelines of the WSEP regarding the promotion of student growth. In addition, Schools A and B encourage teachers to attend the fall inservice meetings in order to update writing instruction. All three schools noted that the district assistance offered through inservices and summer writing projects tends to concentrate on writing process and writing instruction, while most teachers express frustration in the area of evaluating writing.

An integral component in the effectiveness of this practicum centered around the writer's use of leadership skills. In order for the strategies to become useful, used, and valued as a part of the Sea High English curriculum, the target group must acknowledge the problem, desire a solution, and feel ownership of the solution strategies. The informal surveys documented the group's awareness of the problem and the desire for a solution. It was the writer's task to choose the most effective leadership theory in order to

encourage the target group's ownership of the strategy.

Hersey and Blanchard state "that most management writers agree that leadership is the process of influencing the activities of an individual or group in efforts toward goal achievement in a given situation" (1988:86). Most leadership theories use this concept as a base. The writer considered the Mayo Human Relations theory, the Blake and Mouton Managerial Grid, and Deming's Quality Circle approach as alternative leadership styles.

Mayo and his associates, as noted in Hersey and Blanchard's Management of Organizational Behavior (1988:87), initiated the human relations movement with the Human Relations theory. The theory claims that the real power centers within an organization are the interpersonal relations that develop within the working unit. In addition to providing the best technology to improve output, management needs to develop the organization around the workers and take the human feelings and attitudes into consideration. The needs of the individual become the main focus in this theory, and the function of the leader is to encourage the attainment of goals while providing opportunities for personal growth and development.

The Managerial Grid is a grid developed by Blake and Mouton that shows the relationship between five different types of leadership based on concern for production or task and concern for people or relationships (Hersey and Blanchard, 1988:89). The

grid locates four of the leadership types in each of the four quadrants of a square and places the "middle-of-the-road" or fifth leadership type in the center of the four quadrants. The Managerial Grid provides a method for plotting the leader's range of task and relationship concerns in order to encourage leaders to adopt the leadership style appropriate for the organization.

In the United States during World War II, statistician Deming developed the Quality Circle approach (Walden, 1989:34). His techniques and concepts of quality management, also known as statistical process control, made it possible for a largely untrained and ill-educated work force to achieve high quality and high output in support of the United States war effort. However, Deming's approach took tremendous root in Japan when he went to assist with the reconstruction in the late 1940's. Deming's approach utilizes workers in the management process in order to create a sense of worker ownership of both organizational output and organizational problems. Deming encouraged the use of worker groups to tackle problems and provide solutions. These groups became known as quality circles. Deming's unique component in the idea of worker input is to have management actually implement the solutions brainstormed and refined by the workers. Management could be too far removed from the problem, and the use of workers in quality circles usually provides innovative, practical solutions.

Solution Strategy

Before deciding on an approach to model in order to solve Sea High's problem of teacher frustration over lack of resources, the writer accounted for the hidden factor, the student. The six approaches discussed concentrate on the problem from the teacher or system's perspective. Findings from Anderson's poll of West Virginia high school students (Hook and Evans, 1982:369) report that students "advocated more writing (!), definite directions, choice of topics, information about grading system, use of models, much writing in class, help in writing poetry, (and a) chance to read classmates' themes." These students underscore the WSEP guidelines (Appendix A) which call for writing frequency, communication with the student, and use of peer readers.

Keeping in mind the expected outcome of a reduction in the teacher frustration level and the limitation of varying teacher backgrounds in writing evaluation and instruction, this writer eliminated the strategies used by the North Scott District, the PROPEL program, School A's exclusive use of holistic grading, and School B's one-team-uses-varying-methods approach. The concepts in both the North Scott and the PROPEL program are effective, but the exclusive use of portfolios requires a faculty with a common background in writing theory which the department at Sea High lacks. The North Scott and PROPEL programs represent goals that Sea High's English department could decide to reach for after

doing what is necessary to provide teachers with a common background.

School A's exclusive use of holistic grading can be rejected on the basis of needing a common background also, but the method of holistic grading is also a factor in the rejection. Holistic scoring is a method used to rank an assignment according to the overall impression the paper makes. No corrections or comments are made, and the potential for feedback to the student is limited (Graser, 1983:134). Exclusive use of the holistic method does not adhere to the WSEP guidelines which request the use of methods of evaluation designed to encourage student improvement. School B's approach of requiring only a small fragment of the English teachers to use varied evaluation methods was rejected because of the desire of the target group to approach writing evaluation within a common framework in order to provide students with a set of common methods over the high school years.

The strategy chosen by the writer synthesizes School C's approach with the presentation of evaluation methods discussed in Knudson's experiment. A collection of methods for evaluating writing assignments will take the place of School C's three page handout. Included with each of the methods will be a format for presenting the method to the student at the assigning phase of the writing process. The WSEP allows the time necessary for the presentation of the evaluation method to the student to be an effective factor in promoting student growth.

In order for this strategy of using the collection of a variety of methods to reduce the level of frustration in the target group or Operation Relief as the strategy shall hereafter be named, the leadership style of the practicum writer must encourage the group's ownership of the product. The theories espoused by Mayo and Blake and Mouton would be effective if used; however, both theories neglect to offer sound guidelines for encouraging participants to become a part of the solution process. This component is vital to the success of this practicum. Deming's Quality Circle approach provides a framework for the collection of methods to be effective. The target group will participate with the leader in devising, adding, changing, and synthesizing practical methods of evaluating writing into a collection or handbook.

CHAPTER III

Methodology

The compilation of a practical, yet effective guide to evaluation methods involved the writer and the target group or the quality circle. The quality circle agreed to meet at least one hour every week for a ten week implementation period. The writer-leader's tasks involved writing and rewriting the method discourses after gathering input from the quality circle, facilitating brainstorming sessions to enhance input, maintaining the communication between the writer and the quality circle, creating and giving pre and post evaluative instruments to measure teacher frustration and the writer's leadership skills, and publishing and distributing the polished guide.

The quality circle's tasks involved providing input about needs and effective methods, evaluating the components of the guide concerning clarity, conciseness, appropriateness, and flexibility, rating the effectiveness of the collection as a means of reducing frustration, and rating the effectiveness of the writer's leadership skills.

The first meeting oriented the group members to the objectives for Operation Relief. Together the writer and the quality circle brainstormed and agreed on three aims for the collection. The collection should provide a base of common assumptions regarding the effective evaluation of writing. The collection should focus

on methods that improve writing ability, strengths of writing, and provide ways of promoting ongoing us. in order to improve writing ability. The collection should provide alternative methods of incorporating evaluation methods. During this meeting the group also decided on the tentative format of the collection. The first section, or the Strategy Overview (Appendix H, 1-9), will provide the information regarding writing evaluation and organizational tools, and the second section, or the Strategies and Examples (Appendix H, 10-45), will provide a discussion of each method and provide examples. Group members provided the leader with their assumptions regarding evaluation.

The writer presented the quality circle with the rough draft of the Strategy Overview at the second meeting. The members rated the draft using the Strategy Overview Assessment (Appendix D) after reading the draft. In addition to rating the draft, each member was asked to write on his or her copy in order to request clarifications, disagree with a point or presentation of a point, correct errors, and add ideas. The meeting ended with a round table discussion of the ideas presented in the draft of the first section.

The third meeting involved the rating of the final draft of the Strategy Overview. Ideas, suggestions, and corrections had been incorporated, and the quality circle read, assimilated, and rated the final draft using the Strategy Overview Assessment scale again. The quality circle unanimously awarded the Overview section

an excellent or a rating of 0 in each of the four categories. During this week, the writer also devised the leadership and frustration rating scales.

The writer presented the quality circle with the rough draft of the second section, Strategies and Examples, at the fourth meeting. After looking through the draft, the circle decided to divide the reviewing and rating process into more manageable blocks because of the amount of information. Accordingly the fifth, sixth, and seventh meeting agendas will cover different evaluation methods, and the eighth meeting will concern this entire section's appropriateness and flexibility. The fourth meeting ended with the group discussing the first two methods, ✓ for Completion and Peer Review, and their presentations. This discussion led to the modification of the presentation in order to obtain better clarity.

The fifth meeting provided the circle with time to evaluate and discuss the clarity, conciseness, and appropriateness of the next three evaluation methods, Teacher-Student Conference, Yes/No, and Analytic. The modified presentation format won unanimous approval. The suggestion was made that the cover sheet assignments be modified in order to provide a more general picture of the evaluation method for the purpose of flexibility.

The sixth meeting allowed the methods of the Rubric, the High-Middle-Low, and Holistic to be evaluated and discussed. The circle suggested that a chart showing common holistic ratings be included.

The seventh meeting provided a forum for the last three methods, Outside Judging, Oral Presentation, and Miscellaneous. At the end of the meeting, this leader asked the members to review the entire Strategies and Examples section for the next meeting in order to make a final determination regarding the section's overall composition.

The eighth meeting began with a discussion of the final draft of the Strategies and Examples section. The discussion centered around the flexibility of the examples provided in the section. The group rated this final draft using the Strategies and Examples Assessment (Appendix E). This section was awarded a rating of 0 by all of the quality circle members.

The ninth meeting brought both sections of the collection together for a final rating. The circle reviewed the entire collection and 100 percent voted that, yes, the collection met the criteria for clarity, conciseness, appropriateness, and flexibility. The circle asked for an additional appendix of sample comments and the remainder of the meeting was spent brainstorming comment stretchers (Appendix H 46). Typing errors were also corrected to assure a quality product.

The tenth meeting was a time of satisfaction and reflection. The dissemination of the final copy of the Operation Relief packet, a collection of writing evaluation strategies for student compositions, was a positive experience. The group members rated the influence

this final copy might have on their level of frustration by filling out the Frustration Scale (Appendix F). All of the circle members indicated a lowered frustration level by recording ratings of 1, 2, and/or 3 on the 5 point scale. In addition, they also rated their perception of the leader's leadership performance during the ten weeks by filling out the Leadership Scale (Appendix G). The leader was awarded a 4 or 5 in each category except listening which garnered an average of 3.5. Copies of the Operation Relief packet were given to the group members as an incentive to fight frustration. The members expressed surprise and appreciation at the free copies.

Resources

The resources needed for the implementation of this practicum included an interested quality circle, time for meetings, varying methods of evaluation, access to printing facilities, and writing time on the part of the leader. The use of a local office supply copy machine proved the least expensive method because this practicum's effectiveness depended on each member having a personal copy of each draft. The biggest cost proved to be the cost in terms of the writer's time. Many hours were spent writing, gathering ideas, and synthesizing suggestions into drafts.

Monitoring

The formal monitoring of this practicum involved the group members rating the different sections of the collection. The

feedback allowed the writer to revamp and revise the final product in the areas of usefulness and flexibility. Informal monitoring involved the writer's listening skills and relationship skills. After the second meeting, the writer realized the necessity of meeting individually with quality circle members in order to guarantee that every voice or idea would get a fair hearing. In order to accomplish this, the writer met with each member informally once every two weeks.

Evaluation

Five instruments were developed in order to formally evaluate the success of this practicum. The first instrument was used to determine the level of frustration in the target group and took the form of a pre-assessment survey (Appendix C). The results of the survey created the baseline data for the rest of this practicum.

The second instrument was used during the implementation period to rate the Strategy Overview section (Appendix D) by asking each member to circle a rating of poor, fair, very good, or excellent for each criterion of clarity, conciseness, tone and usage of language, and presentation of ideas. This instrument was flexible enough to be used as an assessment tool for both the rough draft and the final draft of the Strategy Overview section.

The third instrument was used to rate the Strategies and Examples section (Appendix E) as either poor, fair, very good, or excellent regarding organization, conciseness, appropriateness, and flexibility.

This instrument was flexible enough to be used as an assessment tool for both the rough draft and the final draft of this section.

The fourth instrument was administered at the end of the implementation period. This instrument was designed to provide data regarding the changes in the level of frustration in the target group (Appendix F). The instrument consists of one question regarding frustration that requires an objective answer in the form of a numerical rating and one question that requires an in-depth written answer.

The fifth instrument was also administered at the end of the implementation period. This instrument was designed to provide data to the writer about the effectiveness of the leadership strategies used during the implementation period (Appendix G). In each category of planning, communication, listening, flexibility, creativity, leadership, and effectiveness, the group member was asked to circle an effectiveness rating that indicated a high usage of the trait or lesser degrees of the trait.

The success of the practicum was determined by the compilation and analysis of the data from these instruments. The assessment instruments for the Strategy Overview and the Strategies and Examples sections would indicate success if the majority of the ratings on the second use of the tool were either very good or excellent. The assessment instrument designed to register the frustration level of the target group after implementation would indicate success if

little or no frustration was registered by the target group. The leadership assessment instrument would indicate success if the writer's leadership skills earned a rating of 3, 4, or 5 in each skill category.

An informal critique of the success of the Operation Relief packet was presented to the quality circle group by three of the quality circle members during the final meeting. Each member had implemented one of the methods of evaluation in their classroom during the ninth and tenth weeks. The methods used were the ✓ for Completion, Teacher-Student Conference, and the Rubric. All three reported that the use of the cover sheet organizational tool and the specific methods were successful and effective in the areas of time management and student feedback. The remaining circle members indicated an enthusiastic desire to implement the methods in the packet for next semester's classes. The revisions and additions prompted by the quality circle approach and the evaluation instruments helped to produce Operation Relief, a collection of methods that is truly adaptable for all levels of the English curriculum (Appendix H).

CHAPTER IV

Results

The first objective of this practicum was to effect a change in the level of frustration admitted to by English teachers at Sea High School. The preliminary survey of the target group revealed that 90 percent was either frustrated, level 4, or very frustrated, level 5, by the lack of resources concerning writing evaluation (Appendix C). After participating in a quality circle approach which involved the collection and compilation of resources to combat this lack, it was expected that 90 percent of the target group would indicate a lowered frustartion level. The final assessment reflects that 100 percent of the target group indicated a lessening of their frustration by recording a level of 3 or less on the Frustration Scale (Appendix F). Figure VII gives a graphic illustration of the target group's responses regarding frustration levels at the end of this project. While 50 percent of the target group indicated a level of 3 (less frustrated...), it is significant to note that no participant indicated a level of 4 (still frustrated) or a level of 5 (still very frustrated), the main answers on the preliminary survey (Appendices C,F). Objective One is considered to have been fully satisfied.

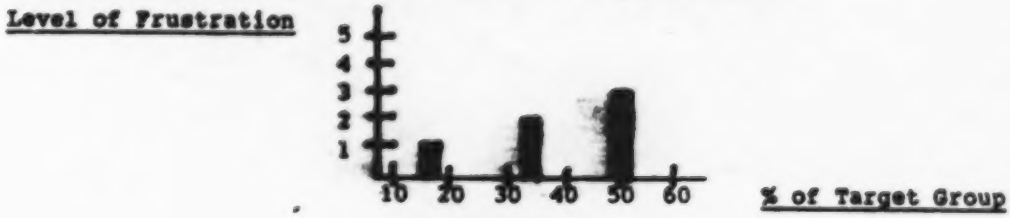

Figure VII

Target Group Ending Frustration Levels

The structure of Objective Two required the use of evaluation instruments during the collecting process. The two evaluation instruments designed for the purpose of clarifying and considering every member's input worked well. Both the Strategy Overview Assessment (Appendix D) and the Strategies and Examples Assessment (Appendix E) oriented the rater to focus on each part and its relationship to the whole project. The ratings on each of the final drafts were awarded 0's or excellents by all members of the target group. These ratings on the final draft fully satisfy the criteria for Objective Two.

Another indicator of the success of this practicum was the results of the final survey regarding this writer's leadership skills (Appendix G) determining whether Objective Three was fully met. The writer hoped to learn from these surveys in order to concentrate on skills in leadership that might need refined. The target group rated this writer either a 4 or a 5 in the skill areas of planning, communication, flexibility, creativity, leadership, and effectiveness. A 4 indicates a high level of the skill, and a 5 indicates the highest level of the skill. The one skill that garnered a 3.5 average was this writer's listening attribute. While this rating is above the expected criteria, this writer is now aware of the importance of this skill when serving as a leader during group decision making. This feedback has been a very valuable growth experience for the writer regarding the refinement of leadership skills. Objective

Three is considered to have been fully satisfied.

Overall, the writer feels that this practicum was a dynamic success. The writer's principal requested a copy of the Operation Relief packet and an additional copy for the Assistant Principal in charge of curriculum. The target group members indicated in writing on the Frustration Scale (Appendix F) their hopes and plans for the use and integration of the methods into their teaching repertoires. It was obvious that the choice of using the Quality Circle approach was the right one. The target group exhibited an obvious ownership of the handbook. The orientation toward the positive aspect of evaluating writing will provide a fertile ground for the seeds of improvement. The immersion into the cooperative creating process was an educational experience for the writer. Group skills and listening skills became more valued and less indistinct from the other leadership skills.

In implementing another project of this type the writer would add an additional process. The project should allow and encourage the target group members to test the methods in the classroom while the collection and modification process is ongoing. The approaches used to alleviate frustration can be used for other curricular problems. The benefits of a project of this type include the involvement of the volunteer target group/quality circle. What a group builds together, they will defend, utilize, and build on.

CHAPTER V

Recommendations

The potential use of the product of this practicum, the Operation Relief handbook, is unlimited. The handbook offers an overview of the current philosophy regarding the evaluation of writing, instructions in the use of an organizational tool, the cover sheet, in depth discussions of eleven evaluation methods, and sample assignments for each of the eleven methods.

The writer plans to present an inservice to the Sea High English department during preplanning in order to show how these methods can be incorporated into the upcoming year. The writer hopes the collection will provide the impetus for Sea High teachers to focus on other methods of improving student writing ability.

The writer believes the handbook could be a valuable asset to any English teacher. Copies of the handbook will be sent to the district level language arts resource teacher, the state language arts resource teacher, the heads of the Instructional Services departments in area universities, and to the president of the Florida Council of Teachers of English. The handbooks will be accompanied by flyers announcing the availability of the writer as a consultant. The writer will also explore the possibility of publishing the handbook as a college resource book for English Education majors.

The practicum could be effectively implemented in the future by any leader interested in using the members of a group to solve a problem. The first step is to allow the group members to see the boundaries of the problem. The next steps utilize the use of the Quality Circle in order to allow the group members to explore their own solutions to the problem. Using as much time as is available during this part of the project encourages results that are more likely to be used by the group members. The last steps should include a time period for trying out the solutions and a time for discussing the results of the trials. The essential ingredients to the success of this type of project are group members who experience the problem, a leader who is willing to facilitate rather than dictate, and a suitable amount of time for brainstorming and practice. Additional objectives that could be incorporated into a project of this type include the establishment of higher level projects that result from the group now sharing a common background, the use of group members to act as mentors for teachers who are still experiencing the problem, and the use of group members to act as presenters at local, state, and national conferences.

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APPENDIX A

WSEP Suggested Guidelines

WHAT IS AN EFFECTIVE SECONDARY WRITING PROGRAM?--SOME SUGGESTED GUIDELINES

The 1981 Florida legislature, through the "Writing Skills Enhancement" appropriation, has provided funds for reducing English teacher student loads in grades 10-12 so that a primary emphasis may be put on writing instruction.

This document has been prepared for the assistance of teachers and administrators who will be involved in establishing and conducting programs implementing this emphasis on writing. It attempts to do two things:

1. To make explicit some of the assumptions underlying the appropriation, and

2. To summarize briefly what current research and professional opinion suggest are the activities that should take place in an effective secondary school writing program.

ASSUMPTIONS

1. The increasing demand for remedial writing classes at Florida's community colleges indicates there are serious shortcomings in the writing components of secondary English programs.

2. For many years, professional associations of English teachers have been urging that heavy student loads are the greatest impediment to effective writing instruction. Repeated statements from the National Council of Teachers of English have urged that the maximum load for a teacher expected to emphasize written compostion should be no more than 100 students. The reasoning was this:

    a. Students can learn to write only by writing;

    b. Writing frequency by itself does not necessarily bring improvement, unless it is accompanied by careful criticism, instruction, and revision;

    c. Large classes and heavy student loads make it extremely difficult for teachers to assign and read student writing often enough to insure steady growth in writing skills;

d. Smaller classes and lighter student loads will enable teachers to:

1. Make, read, and evaluate weekly writing assignments, and

2. Use instructional strategies that cannot be implemented in larger classes.

(Teachers with reduced loads, who continue to teach as if they still had larger loads, will not be acting to enhance student writing skills.)

What the writing enhancement appropriation does, in effect, is to challenge English teachers to demonstrate that, given the conditions for which they have long been asking, they can indeed teach students to write well.

An Effective Writing Program

In many ways, the 1970's and 1980's are a "golden age" for research on writing and for the development of writing programs. Academic researchers of the first rank, across the country and in England, have become intensely interested in investigating the processes by which one learns to write. The Bay Area Writing Project has been able to demonstrate statistically the effectiveness of its methods, and has spread across the country to become the National Writing Project. Although there are still a great many unanswered questions, and although there still are, as in any scholarly discipline, heated debates about both the details of the writing process and the pedagogy for best enhancing it, a consensus is definitely emerging that the following activities will regularly take place in an effective secondary school writing program:

1. Students write papers of some considerable length at least once a week; these papers are read and evaluated by the teacher and/or other students, and are revised. Class time is spent discussing and critiquing student papers (and, perhaps, the teacher's own papers).

2. Instructional attention is devoted to all aspects of this writing process--generating ideas, prewriting, drafting, providing and using reader feedback, revising, editing.

3. Students write in a variety of modes--e.g., personal, scholarly, functional--on a variety of topics, and for a wide range of audiences and purposes.

4. Instruction in the conventions of Edited American English takes place, for the most part, in connection with the writing process, and not by way of related "exercises."

5. The evaluation of students' compositions stresses clarity, content, style, and development, as opposed to surface correctness. As a general rule, grades are assigned only to finished work--that is, to papers that have been critiqued, revised, and edited.

6. The instructional process includes periodic scheduled writing conferences, dealing with individual samples of student work and with progress over time.

One additional area of agreement that has emerged is that in order to be an effective teacher of writing, one must know how to write well and continue to be an active writer.

The theoretical and empirical justifications for some of these elements of an effective program have been developed only recently. English teacher preparation programs, in any case, differ significantly in both the kind and amount of attention they give to writing instruction. Many teachers, therefore, may be unfamiliar with the instructional strategies or arrangements sketched in above, or they may be familiar with them only in a theoretical sense, from their reading in professional journals.

In order for Florida English teachers to make the most of the Writing Skills Enhancement program, assistance in the form of inservice instruction and classroom materials stressing the processes of composition should be provided.

The "Writing Skills Enhancement" appropriation is the first such recognition by any state legislature of the central importance of written communication in the educational process. The program provides Florida educators with an opportunity to become the national pacesetters in secondary writing instruction. It is up to us now, as educators, to accept this challenge enthusiastically and provide Florida's students with the writing skills that society and higher education demand.

The above statement has been prepared for the Florida Department of Education by James Hoetker, Professor of English Education at Florida State University, with the collaboration and advice of Sue Merkhofer, DOE consultant and the Conference of Language Arts Supervisors.

APPENDIX B

Telephone Survey of Area English Department Chairs Regarding the Writing Skills Enhancement Program

Telephone Survey of Area English Department Chairs Regarding the Writing Skills Enhancement Program

1. Hcw many teachers in your department are under WSEP guidelines ?
2. Does your department provide training in any form in the various methods of evaluating writing to new teachers or to teachers who request assistance ?
   Describe the training.
3. Would your department be interested in using a practical and effective guide to the various methods of writing assignment evaluation ?

APPENDIX C

Survey of English Teacher Frustration About Evaluating Writing Assignments and the Writing Skills Enhancement Program

Survey of English Teacher Frustration About Evaluating Writing Assignments and the Writing Skills Enhancement Program

I am collecting data about the effect of the Writing Skills Enhancement Program (WSEP). Please take time to fill out this survey as accurately as possible.

1. What do you feel leads to the improvement of writing ability? Check each of the methods in the VE box for Very Effective, the E box for Effective, the NE box for No Effect, or the DE box to signify the method has a Detrimental Effect on improving writing ability.

VE	E	NE	DE	Method
__	___	___	___	prompt return of evaluated assignments
__	___	___	___	varied types of writing assignments
__	___	___	___	prompt return and discussion of evaluated works
__	___	___	___	various methods of evaluating writing assignments
__	___	___	___	requiring the use of all steps of process in most writing assignments
__	___	___	___	providing time and charts for student recording of strengths and weaknesses
__	___	___	___	many assignments

2. Do you feel the WSEP effectively helps students to comprehend and apply the steps in the writing process?

_____ Yes _____ No

3. In how many writing assignments each semester do you require students to use all steps of the writing process: prewriting, drafting, revising, editing, and final draft ?

_____ 1-3 _____ 4-6 _____ 7-10 _____ 11-15 _____ 16+

4. Do you provide or have students copy a cover sheet for each assignment which gives assignment directions, assignment objectives, the due date, and the evaluation method or scale ?

_____ Yes _____ No

5. Circle the percentage of your students whose writing assignments indicate a progressive growth in writing ability.

10% 30% 40% 50% 60% 70% 90% 95% 100%

Survey of English Teacher Frustration About Evaluating Writing Assignments and the Writing Skills Enhancement Program

I am collecting data about the effect of the Writing Skills Enhancement Program (WSEP). Please take time to fill out this survey as accurately as possible.

1. What do you feel leads to the improvement of writing ability? Check each of the methods in the VE box for Very Effective, the E box for Effective, the NE box for No Effect, or the DE box to signify the method has a Detrimental Effect on improving writing ability.

VE	E	NE	DE	Method
___	___	___	___	prompt return of evaluated assignments
___	___	___	___	varied types of writing assignments
___	___	___	___	prompt return and discussion of evaluated works
___	___	___	___	various methods of evaluating writing assignments
___	___	___	___	requiring the use of all steps of process in most writing assignments
___	___	___	___	providing time and charts for student recording of strengths and weaknesses
___	___	___	___	many assignments

2. Do you feel the WSEP effectively helps students to comprehend and apply the steps in the writing process?

_____ Yes _____ No

3. In how many writing assignments each semester do you require students to use all steps of the writing process: prewriting, drafting, revising, editing, and final draft ?

_____ 1-3 _____ 4-6 _____ 7-10 _____ 11-15 _____ 16+

4. Do you provide or have students copy a cover sheet for each assignment which gives assignment directions, assignment objectives, the due date, and the evaluation method or scale ?

_____ Yes _____ No

5. Circle the percentage of your students whose writing assignments indicate a progressive growth in writing ability.

10% 30% 40% 50% 60% 70% 90% 95% 100%

6. The following list contains the common writing evaluation methods. Place a 1 next to the primary method(s) you use to evaluate assignments, a 2 next to the methods used sometimes, a 3 next to rarely used methods, and a 4 next to the methods not used at all.

_____ assigning a letter or percentage grade based on your reading

_____ use of a peer review to record strengths and weaknesses

_____ written comments on paper only, no grade

_____ use of a rubric

_____ use of a yes/no or dichotomous scale

_____ use of a self-evaluation checklist

_____ Diedrich scale

_____ awarding a check for meeting criteria along with written comments on the paper

_____ assigning a grade based on surface correctness only

_____ teacher-student conference

_____ use of the holistic scoring method

_____ primary trait scoring

_____ other (please describe) _____

7. Circle the percentage that indicates how satisfied you are that your primary method(s) of evaluation promote growth in student ability.

10% 30% 50% 70% 90% 95% 100%

8. Are you familiar with the state's suggested guidelines for effective writing instruction and evaluation in secondary programs?

_____ Yes _____ No

9. Would a monitoring program that focused on the strengths of your methods for evaluating student assignments provide you with useful feedback ?

_____ Yes _____ No

10. Currently the district requires no formal monitoring of a teacher's writing folders in order to ensure compliance with the WSEP. Do you feel this procedure provides you with adequate feedback regarding the success or failure of your instructional methods ?

_____ Yes _____ No

11. How concerned are you that this district does not formally monitor writing folders in order to ensure WSEP compliance? *Circle one level of concern.*

1	2	3
low level of concern, monitoring is not necessary, honor system works	medium level of concern, feel that monitoring might provide a better focus	high level of concern that WSEP guidelines are not met

12. Circle the rating below that you feel your students' writing would most likely be assigned if the folders were audited for WSEP compliance.

1	2	3
folders include correct number of assignments, few are revised, peer review used sparingly, teacher comments used rarely, little evidence of progression of writing ability	folders include correct number of assignments, some assignments are revised, most steps of writing process are involved, variety of topics, some progress is shown	folders include correct number of assignments of length, evaluated and revised with teacher and peer input, all steps, writing shows progression

13. WSEP guidelines request that "evaluation of students' writing stresses clarity, content, style, and development as opposed to surface correctness." Currently our school has no cohesive collection of methods of evaluating writing assignments available as a resource. On the scale below, circle your need for a collection of practical methods that would include a written discussion of each method, samples, and application ideas.

1	2	3
not needed, am experiencing no frustration in evaluation	needed, am frustrated at lack of results	needed urgently, am very frustrated by lack of help

14. Check your probable use of such a collection, if available.

_____ I would rarely use.

_____ I would use as a reference.

_____ I would use often.

15. If you were teaching high school English in Florida before the advent of the WSEP, please rate the WSEP regarding the enhancement of writing ability as either

_____ more effective

_____ no change from previous system

_____ less effective

Why ?

APPENDIX D

Strategy Overview Assessment

Strategy Overview Assessment

Directions: After reading and reviewing the Strategy Overview section, please rate the draft by circling the appropriate number.

	POOR	FAIR	VERY GOOD	EXCELLENT
1. Wording is clear, organized, understandable	3	2	1	0
2. wording is concise, to the point	3	2	1	0
3. tone, usage are appropriate for teachers	3	2	1	0
4. presentation is effective	3	2	1	0

Additonal Written comments:

APPENDIX E

Strategies and Examples Assessment

Strategies and Examples Assessment

Directions: After reading and reviewing the Strategies and Examples section, please rate the draft by circling the appropriate number.

	POOR	FAIR	VERY GOOD	EXCELLENT
1. wording is clear, logical, organized	3	2	1	0
2. wording is concise	3	2	1	0
3. samples are appropriate for student use	3	2	1	0
4. samples are flexible and adaptable	3	2	1	0

APPENDIX F

Final Survey of Target Group Frustration Level

Final Survey of Target Group Frustration Level

After reviewing and discussing the Operation Relief handbook, please take a few moments to reflect on the process that created this collection and answer the following questions honestly and in detail.

1. Circle the rating that indicates the level of frustration you feel now that a collection of methods concerning the evaluation of student writing is available.

1	2	3	4	5
no frustration, confident in my ability to implement ideas in handbook	some frustration but handbook offers real solutions	less frustrated, but feel handbook could or might help	still frustrated	still very frustrated

2. Please comment on the effectiveness of the handbook as a tool for English teachers and on the strengths and weaknesses of the manner in which the handbook was created.

APPENDIX G

Leadership Rating Scale

Leadership Rating Scale

Please rate the leadership skills displayed by the quality circle coordinator during the creation of the Operation Relief handbook by circling the appropriate level.

Planning						
preparation evident, objectives clear	5	4	3	2	1	unorganized, meetings lacked purpose, rarely prepared
Communication						
clear, concise, logical, open to ideas, suggestions	5	4	3	2	1	too wordy, esoteric, unable to accept other points of view
Listening						
clarifies in order to better understand, encouraged participation, suggestions	5	4	3	2	1	did not encourage participation, ignored suggestions, unavailable for personal discussions
Flexibility						
willing to modify, revise, add, discard	5	4	3	2	1	unwilling to modify to suit majority's needs and concerns
Creativity						
high ability to stimulate ideas in others, feasible, fresh ideas	5	4	3	2	1	trite suggestions, ideas not feasible, unethusiastic
Leadership						
communicated purpose well, involved all, valued input	5	4	3	2	1	did not communicate intent, failed to involve all, disregarded suggestions of circle
Effectiveness						
fully satisfied objectives of circle	5	4	3	2	1	did not meet objectives of circle